

SECONDARY CURRICULUM
COURSE SYLLABUS

English 8

Reading/Writing - 2070

Curriculum & Professional Development Division

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Las Vegas, NV 89121

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Developed May 1999, Revised January 2000, August 2006

CPD-LIT/SE-S2070

PREFACE

The course syllabus reflects the philosophical position outlined in the Professional Domains and Standards and the Course of Study approved as policy by the Clark County Board of School Trustees. The purpose of the syllabus is to establish minimum basic concepts for each course. **Teachers will use this syllabus in all English 8 Reading/Writing – 2070 classes.**

The **course scope and goals** are statements of broad direction and should facilitate the designing of a program that will meet the needs of students.

The **benchmarks** provide a correlation of the syllabus objectives to Nevada State Content and Performance Standards. They also provide the scope and instructional timeline for each quarter of the school year.

The **course structure** is an overview of the general concepts to be included in the major areas of emphasis. The numbers to the right of the structure refer to the performance objectives in the body of the syllabus.

The **performance objectives** are the minimum expectations of the completed course. They are organized statements which will be used to measure student achievement. Each objective statement includes Bloom's Taxonomy and the Nevada content standard(s) to which the objective relates.

For suggestions and suggested resources that provide an extension to regular classroom methodology and offer additional approaches for translating the performance objectives into actual instructional activities, see the secondary language arts curriculum resources at Interact > CPD > Literacy.

The Curriculum and Professional Development Division and a teacher task force developed this syllabus. Syllabi are in continuous revision. Teachers should recommend additions or revisions to the appropriate department of the Curriculum and Professional Development Division.

SYLLABUS KEY: (EXAMPLE)		
Concept one	1.	ASSESSMENT
Concept one, Objective one	1.1	THE STUDENT WILL COMPOSE A WRITING SAMPLE.
Correlation to course goal and Nevada State Standard		(1, 5, 6) [NS: 6.0]
Concept one, Objective one, Suggestion A		

COMPONENTS OF AN EFFECTIVE LESSON

INTRODUCTION

- Set the stage for the lesson. Examples of introductory activities may include note-taking, group activities, predicting, etc.

DAILY REVIEWS

- Provide review for short-term memory of recently taught material.
 - Provide immediate and meaningful feedback when correcting homework.
 - Keep reviews and homework checks brief.

DAILY OBJECTIVE

- State and post the objective(s) before introducing the lesson.
- Have students record the objective(s).

CONCEPT AND SKILL DEVELOPMENT AND APPLICATION

- Teach the big concepts.
- Provide the “why” for rules.
- Link concepts to previously learned material and/or real-world experiences.
- Use a variety of techniques to address student needs, including oral recitation, note-taking, and activities.
- Hold students accountable for taking notes and keeping records.
- Use ongoing, formative assessment to make instructional decisions.

GUIDED / INDEPENDENT / GROUP PRACTICE

- Conduct practice at different times throughout the lesson to help students process information.
- Use a variety of activities and groupings to address student learning needs.
- Structure classroom time for student reflection, inquiry, discovery, discussion, problem-solving, and analysis.

HOMEWORK

- Assign homework that aligns with curriculum objectives and reinforces skills and concepts taught.
- Include a variety of activities and assessment items.

CLOSURE

- Review the skills and/or concepts taught.
- Provide a variety of ways for students to explain what they have learned and how to apply the concepts.

LONG-TERM REVIEW

- Integrate ongoing, periodic review into lessons to maintain student skills, address deficiencies, build conceptual understanding, and prepare for high stakes tests.

TEACHER EXPECTANCIES

Success on Success Model	Teach students how to study effectively and efficiently. Determine if students are visual, auditory, or kinesthetic learners, and use instructional strategies that support each of these learning styles.
Student -Teacher Relationships	Encourage students to learn and to stay in school by communicating positively with them.
Use Simple Straight-Forward Examples	Use simple, straight-forward examples in initial teaching which help students focus on the big idea.
Assessment	Assess the progress of students throughout the lesson, and adapt the lesson according to student performance. Assessment should be balanced.
Note-Taking	Require and accommodate student note-taking. Notes include vocabulary, notation, concept development (pictures), pattern development, explanations for “tricks,” as well as problems.
Vocabulary	Emphasize vocabulary, and require students to use appropriate vocabulary to describe their learning.
Reading	Assign reading for daily lessons, explicitly introduce vocabulary, preview reading, make connections, check for understanding, and provide correction as needed.
Writing	Assign writing that causes students to think, reflect, organize their thoughts, and be able to express their knowledge.
Facts and Procedures	Provide students the “why” for rules and procedures.
Technology Implementation	Demonstrate the use of technology, and require students to use technology to build on concepts and skills.
Problem Solving Process	Model and utilize a variety of problem solving techniques.
Memory Aids	Use devices such as mnemonics, oral classroom recitation, linking, and note-taking.
Questioning Strategies	Incorporate different types of questions into daily lessons that include higher level questioning techniques; require students to think and discuss their understanding. Use effective wait time for student responses.

BLOOM'S TAXONOMY

<u>TAXONOMY LEVEL</u>	<u>OPERATIONAL DEFINITION</u>	<u>ILLUSTRATIVE BEHAVIORAL TERMS</u>
KNOWLEDGE	<ul style="list-style-type: none"> Refers to the ability to remember previously learned material Recalls of a wide range of material, from specific facts to complete theories Brings to mind the appropriate information Represents the lower level of learning outcomes in cognitive domain 	Defines, describes, identifies, labels, lists, matches, names, reproduces, states
COMPREHENSION	<ul style="list-style-type: none"> Refers to the ability to grasp the meaning of material Translates material from one form to another (words to numbers); interpret material (explain or summarize) Goes one step beyond simple recall 	Converts, explains, extends, generalizes, gives examples, infers, paraphrases, rewrites, summarizes
APPLICATION	<ul style="list-style-type: none"> Refers to the ability to use learned material in new and concrete situations Includes the application of such things as rules, methods, concepts, principles, laws, and theories Requires a higher level of understanding than those under comprehension 	Changes, computes, demonstrates, discovers, manipulates, operates, prepares, produces, relates, shows, solves, uses
ANALYSIS	<ul style="list-style-type: none"> Refers to the ability to break down material into its components so that organizational structures may be understood Includes identification of parts, analysis of relationships between parts, and recognition of organizational principles involved Represents a higher intellection level than comprehension and application because they require an understanding of both content and structural form of the material 	Breaks down, diagrams, differentiated, discriminates, distinguishes, outlines, points out, relates, selects, separates, sub-divides
SYNTHESIS	<ul style="list-style-type: none"> Refers to the ability to put parts together to form a new whole Involves the production of a unique communication (theme of speech), a plan of operations (research proposal), or set of abstract relations (scheme for classifying information) Stresses creative behaviors, major emphasis on formulation of new patterns or structures 	Combines, compiles, composes, creates, devises, designs, generates, modifies, organizes, plans, rearranges, reconstructs, reorganizes, revises, rewrites, writes
EVALUATION	<ul style="list-style-type: none"> Involves the ability to judge the value of the material (statement, novel, poem, research report) for a given purpose Bases judgments on definite criteria such as internal criteria (organization) or external criteria (relevant to the purpose); determine the criteria or be given them Ranks highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgments based on clearly defined criteria 	Compares, concludes, contrasts, criticizes, describes, discriminates, explains, justifies, interprets, relates, summarizes: <u>All of the foregoing with supportive evidence</u>

REPRODUCTION OF COPYRIGHTED WORKS BY EDUCATORS

Administrators, teachers, librarians, and other District personnel must comply with the United States copyright laws and congressional guidelines. The following are select provisions from the United States Copyright Office *Circular 21, Reproduction of Copyrighted Works by Educators and Librarians*. [Library of Congress, Copyright Office] The internal numbering/sequence is taken directly from *Circular 21*. Administrators, teachers, and librarians should also review the entire text of *Circular 21* at <http://www.copyright.gov/circs/circ21.pdf>.

FAIR USE IN GENERAL

In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include –

- (1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- (2) the nature of the copyrighted work;
- (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- (4) the effect of the use upon the potential market for or value of the copyrighted work.

BOOKS AND PERIODICALS

Guidelines

I. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- A. A chapter from a book;
- B. An article from a periodical or newspaper;
- C. A short story, short essay or short poem, whether or not from a collective work;
- D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper;

II. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that:

- A. The copying meets the tests of brevity and spontaneity as defined below; and,
- B. Meets the cumulative effect test as defined below; and,
- C. Each copy includes a notice of copyright

Definitions

Brevity

- (i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.
- (ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

[Each of the numerical limits stated in “i” and “ii” above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]

- (iii) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
- (iv) “Special” works: Certain works in poetry, prose or in “poetic prose” which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph “ii” above notwithstanding such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity

- (i) The copying is at the instance and inspiration of the individual teacher, and
- (ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

- (i) The copying of the material is for only one course in the school in which the copies are made.
- (ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
- (iii) There shall not be more than nine instances of such multiple copying for one course during one class term.

[The limitations stated in “ii” and “iii” above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

III. Prohibitions as to I and II Above

Notwithstanding any of the above, the following shall be prohibited:

- (A) Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts there from are accumulated or reproduced and used separately.
- (B) There shall be no copying of or from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

- (C) Copying shall not:
 - (a) substitute for the purchase of books, publishers' reprints or periodicals;
 - (b) be directed by higher authority;
 - (c) be repeated with respect to the same item by the same teacher from term to term.
- (D) No charge shall be made to the student beyond the actual cost of the photocopying.

MUSIC

A. Permissible Uses

1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
2. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section*, movement or aria, but in no case more than 10 percent of the whole work. The number of copies shall not exceed one copy per pupil.**
3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
5. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

B. Prohibitions

1. Copying to create or replace or substitute for anthologies, compilations or collective works.
2. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.
3. Copying for the purpose of performance, except as in A(1) above.
4. Copying for the purpose of substituting for the purchase of music, except as in A(1) and A(2) above.
5. Copying without inclusion of the copyright notice which appears on the printed copy.

BROADCAST PROGRAMMING

- (1) The guidelines were developed to apply only to off-air recording by non-profit educational institutions.
- (2) A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable transmission) and retained by a non-profit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days

- after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.
- (3) Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster, or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) day calendar day retention period. "School days" are school session days—not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions—within the forty-five (45) calendar day retention period.
 - (4) Off-air recordings may be made only at the request of, and used by, individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
 - (5) A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
 - (6) After the first ten (10) consecutive school days, off-air recording may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.
 - (7) Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
 - (8) All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
 - (9) Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

GRADUATE PROFILE CORRELATIONS

GOALS FOR CLARK COUNTY SCHOOL DISTRICT INSTRUCTION

The following goals represent learning outcomes expected in all courses for all Clark County School District students. These goals will be integrated in context with instruction within each content area in order for students to understand and apply the fundamentals of English, mathematics, science, civics and government, history, geography economics, arts, and health fitness.

1. COMMUNICATION

READING

The student will locate, comprehend, and interpret written information. This will include, but not be limited to, books, papers, manuals, graphs, and schedules.

WRITING

The student will organize, compose, proof, and edit written material appropriate to the course.

SPEAKING

The student will organize, compose, and present material orally.

LISTENING

The student will receive, interpret, and respond to oral communications, taking into account both verbal and nonverbal cues.

2. RESOURCES / INFORMATION

The student will acquire, organize, interpret, and process information to make the maximum use of time, money, material, and personnel resources.

3. SYSTEMS / TECHNOLOGY

The student will use appropriate technology to function effectively in various organizational systems.

4. INTERPERSONAL SKILLS

The student will demonstrate effective interpersonal skills by cooperating in team situations; asserting leadership when appropriate; negotiating differences and appreciating diversity; and being willing to share skills, knowledge, and material with peers.

5. PROBLEM SOLVING

The student will use analytical, logical, and creative thinking skills to solve problems, make decisions, make reasonable judgments, and generate new ideas.

6. PERSONAL INVENTORY

The student will evaluate career choices and long-term options based on personal criteria.

WHERE AM I?

The student will assess his/her existing interests, aptitudes, knowledge, and skills. Personal qualities such as self-confidence, responsibility, integrity, and honesty will be a part of the self-assessment.

WHERE DO I WANT TO GO?

The student will explore a wide array of career options at all levels to formulate long-term goals.

HOW DO I GET THERE?

The student will interrelate his/her present status with personal long-term goals to determine the best course of action to achieve the long-term goals.

GRADUATE PROFILE SYLLABUS CORRELATION

ENGLISH 8 READING/WRITING – 2070

The following correlation shows a sampling of objectives that meet the various goals of the Graduate Profile.

GRADUATE PROFILE GOAL	SYLLABUS OBJECTIVE MEETING THE GOAL
1. COMMUNICATION	2.1-2.35, 2.39-2.45
2. RESOURCES/INFORMATION	2.36-2.38
3. SYSTEMS/TECHNOLOGY	2.34-2.36
4. INTERPERSONAL SKILLS	2.39-2.45, 6.3-6.4
5. PROBLEM SOLVING	1.2-1.5, 6.1-6.7
6. PERSONAL INVENTORY	1.1-1.5, 6.1-6.7

The above listing is not intended to be an exhaustive correlation for every objective within the syllabus. There are many other objectives within the syllabus that fulfill one or more of the Graduate Profile Goals. In addition to the specific objectives correlations, the Graduate Profile Goals can be met through using a variety of teaching strategies that reinforce communication skills, encourage the gathering and utilization of resources and information, require the use of various systems and technologies, and enhance the development of interpersonal skills and problem-solving skills. Personal inventories should be an integral aspect of the teaching strategies regularly employed by the teacher.

ENGLISH 8 READING/WRITING – 2070

Course Scope:

This one-year English course for students with reading stanines 1-3 emphasizes the application of the reading and writing processes to reinforce the content area curriculum. This course provides instruction on basic literacy processes by focusing on strategic learning behaviors. Skill development and a positive attitude toward reading, writing, and studying will be targeted. Activities center on empowering low-stanine students to become independent learners who select and utilize strategies and resources appropriate to the learning situation.

Course Goals:

1. To know and use word analysis skills and strategies to strengthen vocabulary and improve comprehension. [NS: 1.8.3, 1.8.4]
2. To improve knowledge and application of the reading process in order to comprehend, interpret, and evaluate literature. [NS: 2.0, 3.0]
3. To improve knowledge and application of the reading process in order to comprehend, interpret, and evaluate informational text. [NS: 2.0, 4.0]
4. To build respect and tolerance for the ideas of diversity by reading a wide variety of multicultural literature. [NS: 3.0]
5. To improve knowledge and application of the writing process in order to formulate well-developed and coherent paragraphs and compositions for various purposes and audiences. [NS: 5.0, 6.0, 7.0]
6. To write using standard English grammar, usage, punctuation, capitalization, and spelling. [NS: 6.0, 7.0]
7. To utilize speaking and listening skills for effective communication. [NS: 8.0, 9.0, 10.0]
8. To improve application of effective research strategies. [NS: 11.0]
9. To select practice appropriate study/learning strategies for various school and everyday living situations.
10. To apply communications skills that are essential in everyday living situations.
11. To establish goals and plans for life-long learning.
12. To develop an understanding of good character and ethics by responding appropriately to a wide variety of written and oral communication.

Approved May 1999, revised January 2000, August 2006

COURSE STRUCTURE
ENGLISH 8 READING/WRITING - 2070

CONTENT TOPICS	OBJECTIVES
1. ASSESSMENT	1.1 – 1.5
2. LITERACY PROCESSES	2.1 – 2.45
3. VOCABULARY	3.1 – 3.6
4. LITERATURE	4.1 – 4.4
5. STUDY SKILLS	5.1 – 5.3
6. ACADEMIC/MANAGEMENT STRATEGIES	6.1 – 6.7

1. ASSESSMENT

- 1.1 THE STUDENT WILL COMPOSE A WRITING SAMPLE.
(1, 5, 6) [NS: 6.0]**
- 1.2 THE STUDENT WILL RECOGNIZE EFFECTIVE STUDY STRATEGIES.
(1, 3, 9, 11)**
- 1.3 THE STUDENT WILL COMPLETE A READING PROCESS ASSESSMENT.
(9, 11)**
- 1.4 THE STUDENT WILL COMPLETE AN INTEREST/ATTITUDE INVENTORY.
(9, 11)**
- 1.5 THE STUDENT WILL COMPLETE A LEARNING STYLES INVENTORY.
(9, 11)**

2. LITERACY PROCESSES

Reading and writing processes are special in nature and should be taught on a continuum rather than in isolation. Although these literacy processes propose specific and separate steps to be performed before, during, and after reading and writing using appropriate materials according to students' abilities, it is recommended that these strategies be incorporated as a continuous process.

Reading Process

- 2.1 THE STUDENT WILL DESCRIBE PURPOSES FOR READING.
(2, 3) [NS: 2.8.1]**
- 2.2 THE STUDENT WILL ANALYZE A READING TASK TO DETERMINE THE PURPOSE FOR READING.
(2, 3) [NS: 2.8.1]**
- 2.3 THE STUDENT WILL ACCESS HIS/HER PRIOR KNOWLEDGE OF THE SUBJECT BEFORE READING.
(2, 3, 4, 12) [NS: 2.8.1]**
- 2.4 THE STUDENT WILL DESCRIBE THE REQUIREMENTS OF VARIOUS READING TASKS.
(2, 3, 10) [NS: 2.0, 3.0, 4.0]**
- 2.5 THE STUDENT WILL APPLY A VARIETY OF PREVIEWING STRATEGIES.
(2, 3, 9) [NS: 2.8.1]**
- 2.6 THE STUDENT WILL REVIEW THE FOUR READING RATES.
(2, 3) [NS: 2.8.5]**
- 2.7 THE STUDENT WILL APPLY THE READING RATE APPROPRIATE TO THE PURPOSE OF A PARTICULAR READING SELECTION.
(2, 3, 9) [NS: 2.8.5]**
- 2.8 THE STUDENT WILL USE TEXT FEATURES TO MAKE PREDICTIONS BEFORE READING.
(2, 3, 9) [NS: 2.8.1, 3.8.6, 4.8.1, 4.8.2]**

- 2.9 THE STUDENT WILL CONSTRUCT A PLAN FOR READING.
(2, 3, 9, 10) [NS: 2.0]
- 2.10 THE STUDENT WILL CONFIRM/DENY PREDICTIONS DURING READING.
(2, 3, 9) [NS: 2.8.3]
- 2.11 THE STUDENT WILL ADJUST HIS/HER READING RATE TO ENSURE COMPREHENSION DURING READING.
(2, 3, 9) [NS: 2.8.5]
- 2.12 THE STUDENT WILL APPLY SELF-QUESTIONING DURING READING.
(2, 3, 9, 10) [NS: 2.8.2]
- 2.13 THE STUDENT WILL APPLY GRAPHIC ORGANIZERS THAT MATCH FICTIONAL/NONFICTIONAL TEXT STRUCTURE.
(2, 3, 9) [NS: 2.8.4]
- 2.14 THE STUDENT WILL DETERMINE ESSENTIAL INFORMATION IN A READING SELECTION BASED ON THE READING TASK.
(2, 3, 9, 10) [NS: 2.8.3]
- 2.15 THE STUDENT WILL APPLY A STRATEGY TO REPAIR/IMPROVE COMPREHENSION.
(2, 3, 9, 10) [NS: 2.8.2]
- 2.16 THE STUDENT WILL RESTATE IMPORTANT INFORMATION IN A READING SELECTION.
(2, 3, 9, 10) [NS: 2.8.3]
- 2.17 THE STUDENT WILL RELATE NEW INFORMATION TO PRIOR KNOWLEDGE.
(2, 3, 9, 10) [NS: 2.8.1]
- 2.18 THE STUDENT WILL CONSTRUCT RELEVANT QUESTIONS BASED ON SELECTED READINGS.
(2, 3, 4, 9) [NS: 2.8.3]
- 2.19 THE STUDENT WILL EVALUATE WHETHER THE PLAN FOR READING MET THE PURPOSE.
(2, 3, 9, 10) [NS: 2.8.1]

Writing Process

- 2.20 THE STUDENT WILL WRITE USING STANDARD ENGLISH GRAMMAR, USAGE, AND MECHANICS.
(6) [NS: 7.8.1]
- 2.21 THE STUDENT WILL USE THE FIVE STAGES OF THE WRITING PROCESS: PREWRITING, DRAFTING, REVISING, EDITING, AND PUBLISHING.
(5) [NS: 6.8.1]
- 2.22 THE STUDENT WILL APPLY PREWRITING TECHNIQUES TO A SELECTED TOPIC.
(5, 9) [NS: 6.8.1]
- 2.23 THE STUDENT WILL USE GRAPHIC ORGANIZERS AS A PREWRITING ACTIVITY.
(5, 9) [NS: 6.8.2]

- 2.24 THE STUDENT WILL FORMULATE A TOPIC SENTENCE FOR A PARAGRAPH.
(5, 9, 10) [NS: 6.8.3]
- 2.25 THE STUDENT WILL DEVELOP SPECIFIC DETAILS TO SUPPORT THE TOPIC SENTENCE
OF A PARAGRAPH.
(5, 9, 10) [NS: 6.8.1]
- 2.26 THE STUDENT WILL COMBINE SENTENCES EFFECTIVELY.
(5, 9, 10) [NS: 7.8.2]
- 2.27 THE STUDENT WILL DEVELOP UNIFIED AND COHERENT PARAGRAPHS.
(1, 5, 6, 9, 10, 12) [NS: 6.8.3]
- 2.28 THE STUDENT WILL COMPOSE NARRATIVE PARAGRAPHS.
(1, 5, 6, 9) [NS: 5.8.3]
- 2.29 THE STUDENT WILL COMPOSE DESCRIPTIVE PARAGRAPHS.
(1, 5, 6, 9, 10, 12) [NS: 5.8.1]
- 2.30 THE STUDENT WILL COMPOSE EXPOSITORY PARAGRAPHS.
(1, 5, 6, 9, 10) [NS: 5.8.1]
- 2.31 THE STUDENT WILL COMPOSE PERSUASIVE PARAGRAPHS.
(1, 5, 6, 9, 10, 12) [NS: 5.8.6]
- 2.32 THE STUDENT WILL PRACTICE WRITING USING THE NEVADA STATE PROFICIENCY
WRITING STANDARDS.
(1, 5, 6) [NS: 5.0, 6.0, 7.0]
- 2.33 THE STUDENT WILL EDIT WRITING.
(5, 6, 12) [NS: 6.8.4, 6.8.5]
- 2.34 THE STUDENT WILL REVISE WRITING..
(5, 6, 10) [NS: 6.8.4]
- 2.35 THE STUDENT WILL PUBLISH WRITING IN A VARIETY OF FORMATS.
(5, 10) [NS: 6.8.6, 6.8.7]

Research

- 2.36 THE STUDENT WILL LOCATE ANSWERS TO A RESEARCH QUESTION.
(8, 9) [NS: 11.8.2]
- 2.37 THE STUDENT WILL REPORT WRITE A RESEARCH PAPER.
(8, 10, 12) [NS: 11.8.4, 11.8.5]
- 2.38 THE STUDENT WILL CONSTRUCT A LIST OF RESEARCH RESOURCES.
(8) [NS: 11.8.3]

Speaking/Listening

- 2.39 THE STUDENT WILL IDENTIFY THE ESSENTIAL CHARACTERISTICS OF AN EFFECTIVE
ORAL PRESENTATION.
(7, 10) [NS: 8.8.2]

- 2.40 THE STUDENT WILL APPLY EFFECTIVE SPEAKING STRATEGIES DURING AN ORAL PRESENTATION.
(7, 10) [NS: 9.8.2, 9.8.3]
- 2.41 THE STUDENT WILL ORALLY DEFEND IDEAS AND OPINIONS.
(7, 10, 12) [NS: 9.8.3]
- 2.42 THE STUDENT WILL DELIVER AN ORAL SUMMARY.
(7, 9, 10, 12) [NS: 9.8.3]
- 2.43 THE STUDENT WILL USE STANDARD ENGLISH GRAMMAR AND USAGE IN ORAL COMMUNICATION.
(7, 10) [NS: 9.8.1]
- 2.44 THE STUDENT WILL IDENTIFY THE CHARACTERISTICS OF AN ACTIVE LISTENER.
(7) [NS: 10.8.1]
- 2.45 THE STUDENT WILL PRACTICE ACTIVE LISTENING IN A VARIETY OF LEARNING SITUATIONS.
(7, 10) [NS: 8.8.4, 10.8.1]
3. VOCABULARY
- 3.1 THE STUDENT WILL DEVELOP KNOWLEDGE OF COMMON PREFIXES, ROOTS, AND SUFFIXES.
(1, 9) [NS: 1.8.3, 1.8.4]
- 3.2 THE STUDENT WILL USE WORD ANALYSIS SKILLS TO DEVELOP VOCABULARY.
(1, 2, 3, 9) [NS: 2.0]
- 3.3 THE STUDENT WILL IDENTIFY TYPES OF CONTEXT CLUES IN TEXT.
(1, 2, 3, 9) [NS: 1.8.4]
- 3.4 THE STUDENT WILL DETERMINE THE MEANINGS OF WORDS USING CONTEXT CLUES.
(1, 2, 3, 9) [NS: 1.8.4]
- 3.5 THE STUDENT WILL DEVELOP STRATEGIES TO LEARN WORDS INDEPENDENTLY.
(1, 2, 3, 9) [NS: 2.8.2]
- 3.6 THE STUDENT WILL APPLY COMMON SPELLING RULES IN WRITING.
(1, 5, 6, 9, 10) [NS: 7.8.5]
4. LITERATURE
- 4.1 THE STUDENT WILL DEFINE LITERARY ELEMENTS.
(2) [NS: 3.8.1]
- 4.2 THE STUDENT WILL IDENTIFY FORMS OF LITERATURE.
(2, 4) [NS: 3.8.1]
- 4.3 THE STUDENT WILL READ AND RESPOND TO A VARIETY OF LITERATURE.
(2, 3, 4, 12) [NS: 3.8.6, 3.8.7]
- 4.4 THE STUDENT WILL IDENTIFY FIGURATIVE LANGUAGE.
(2) [NS: 3.8.5]

5. STUDY STRATEGIES

**5.1 THE STUDENT WILL PRACTICE NOTETAKING FOR A VARIETY OF LEARNING SITUATIONS.
(8, 9) [NS: 11.8.4]**

**5.2 THE STUDENT WILL APPLY STUDY STRATEGIES APPROPRIATE TO A VARIETY OF LEARNING SITUATIONS.
(8, 9, 10, 11)**

**5.3 THE STUDENT WILL PREPARE FOR VARIOUS TYPES OF TESTS.
(3, 5, 6, 9)**

6. ACADEMIC/MANAGEMENT STRATEGIES

**6.1 THE STUDENT WILL RECOGNIZE STRENGTHS AS A LEARNER.
(9, 11)**

**6.2 THE STUDENT WILL DEVELOP A PERSONAL PLAN FOR BECOMING A MORE STRATEGIC LEARNER.
(9, 11)**

**6.3 THE STUDENT WILL ESTABLISH GOALS FOR ACADEMIC SUCCESS.
(11)**

**6.4 THE STUDENT WILL MONITOR THE ACHIEVEMENT OF HIS/HER GOALS FOR ACADEMIC SUCCESS.
(11)**

**6.5 THE STUDENT WILL PREPARE AN ORGANIZED NOTEBOOK FOR SCHOOLWORK.
(9)**

**6.6 THE STUDENT WILL ASSESS HIS/HER NOTEBOOK FOR ORGANIZATION.
(9)**

**6.7 THE STUDENT WILL UTILIZE EFFECTIVE TIME MANAGEMENT TECHNIQUES.
(9, 11)**